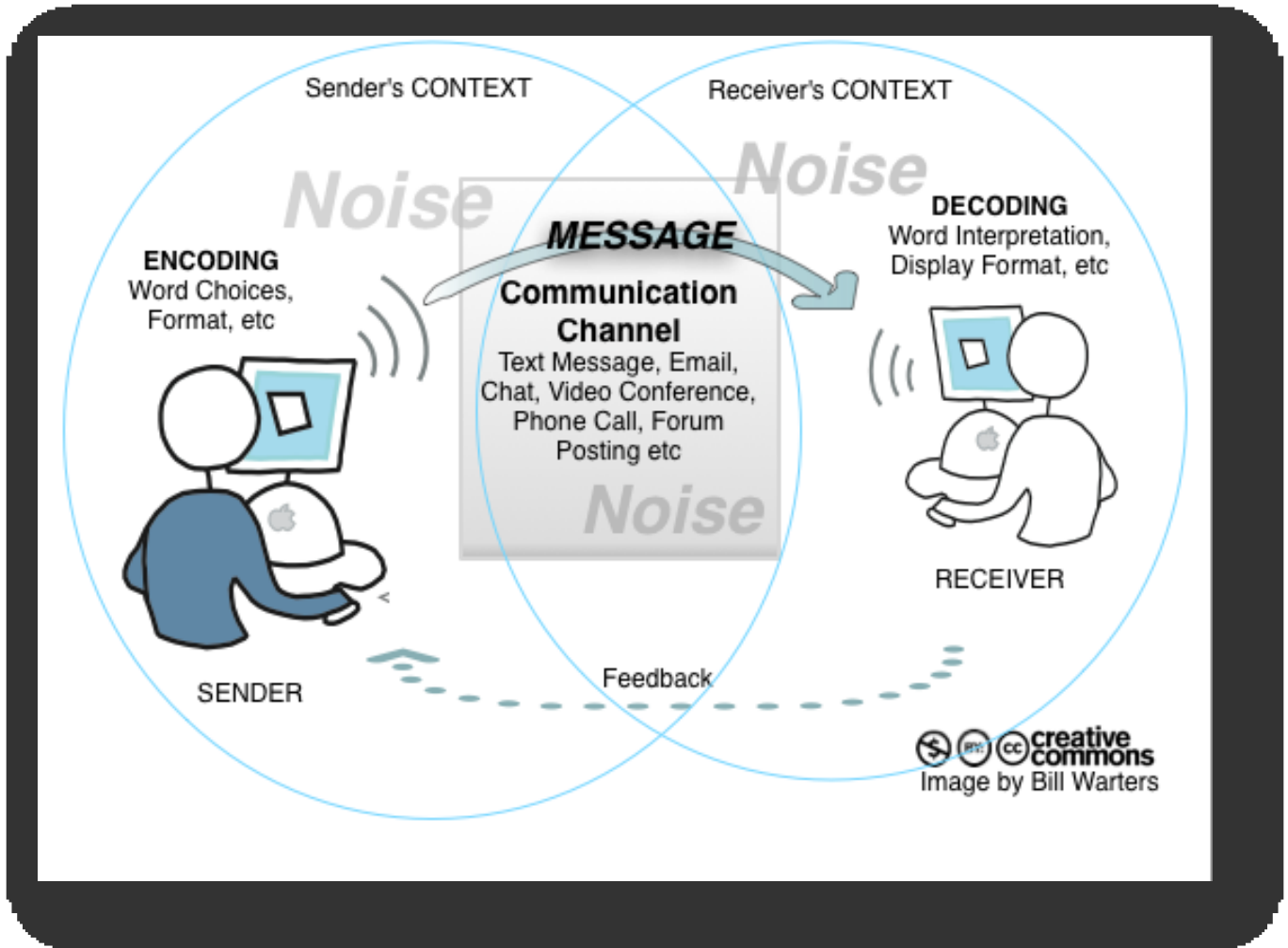


Activity 1: Discuss the communication model in relation to teaching academic writing.



Activity 2: Focusing on the sender, think of activities that could be used to develop our students as writers (e.g. *teaching students about how they can improve their writing process*).

<u>PROCESS OF WRITING</u>	<u>WRITING HABIT</u>	<u>LEARNING ABOUT WRITING</u>

Activity 3: PARAGRAPH SKELETON (adapted from Kamler and Thomson 2006)

I.) This excerpt comes from the beginning of an article, where a wide body of research is reviewed in an economical way so that the author can situate her own approach. Underline those phrases that you think you could use in your own writing. One example has been done for you.

[1] The study builds on and contributes to work in critical linguistics (Coulthard, 1996; Chilton, 1982; Fairclough, 1989; Seidel, 1985; Van Dijk, 1989, 1991; Wodak, 1989). [2] Although studies in critical linguistics have examined the discursive construction of past events, there has not been an extended study of the construction of a projected event. [3] As such, this study provides additional insight into the constructive processes of language by explicating the linguistic and rhetorical processes through which a projected—future—event is constructed as a discrete and autonomous state of affairs. [4] The analytic focus on a projected event enables another contribution. [5] This study analyzes how the political and social interests underlying accounts of the Iraq/Saudi Arabia projected event were rhetorically managed in *The New York Times* (NYT) and *Washington Post* (WP). [6] Although numerous studies (Bruck, 1989; Clayman, 1990; Fairclough, 1992c; Fowler, 1991; Van Dijk, 1988, 1989, 1993; Zelizer, 1989) have identified sourcing (i.e., using spokespersons representing so-called elite groups and institutions as sources for information) as a constructive social and ideological practice, little analytic attention has been paid to the implications of this finding for how texts are linguistically constructed within newspaper discourse, a discourse context guided by the professional canon of objectivity, balance and neutrality. [7] I address this issue by demonstrating how assertions about a hypothetical future event attributed to a specific group of spokespersons were transformed into unmediated and presupposed information.

II.) Analysis of the moves: Which sentence locates her analysis within a specific discipline? How and where does she signal a gap? How and where does she signal the contribution her study will make to the field?

III.) These are the phrases forming the skeleton of the article. Can you think of synonyms which could be used for some of the words? One example has been done for you.

work research paper report survey article
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1. The study builds on and contributes to work in _____.
2. Although studies in _____ have examined _____, there has not been a/an _____.
3. As such, this study provides additional insight into _____.
4. The analytic focus on _____ enables another contribution.
5. This study analyses _____.
6. Although numerous studies (...) have identified _____, little analytic attention has been paid to _____.
7. I address this issue by demonstrating _____.

IV.) Use the paragraph skeleton and synonyms of your choice to write a short introduction of a research paper (research you have carried out or have already written about).

USEFUL ONLINE WEBSITES:

General Academic English

- <http://www.prepareforsuccess.org.uk/> (introduction to life at university – main differences between school and HE)
- <http://elc.polyu.edu.hk/cill/eap/> (general EAP skills + presentation skills)
- <http://www.uefap.com/> (general EAP skills)
- http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm (grammar)
- <http://aeo.sllf.qmul.ac.uk/> (General Academic skills)

Focus on vocabulary (specifically on the Academic Word List/AWL)

- <http://www.englishvocabularyexercises.com/AWL/index.htm>
- <http://www.uefap.com/vocab/exercise/exercise.htm>
- <http://www.nottingham.ac.uk/alzsh3/acvocab/>
- <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhilighter.htm> (AWL highlighter)
- <http://www.phrasebank.manchester.ac.uk/> (academic phrases and expressions)
- <http://corpus.byu.edu/bnc/> (understanding key words in context)
- <http://wordtree.coventry.ac.uk/?BAWE> (word collocations)

Common mistakes in written work

- <http://www2.elc.polyu.edu.hk/CILL/errordetector.htm> (common errors detector)

Concordance software programs

- <https://ske.fi.muni.cz/login/> (Sketchengine)
- <http://neon.niederlandistik.fu-berlin.de/en/textstat/> (TextStat)
- <http://www.antlab.sci.waseda.ac.jp/software.html> (AntConc)

Blogs

- <http://patthomson.wordpress.com/> (written by the author of academic writing textbooks)
- <http://explorationsofstyle.com/> (a blog about academic writing)
- <http://eapcreatively.blogspot.co.uk/> (EAP creatively)

Doctoral writing

- <http://doctoralwriting.wordpress.com/> (a forum about doctoral writing)
- <http://thesiswhisperer.com/> (thesis whisperer)

Medical writing blogs

- <http://amykaron.com/blog/>
- <http://sarahmckay.com.au/blog/> (a blog by a neuroscientist)

Articles on writing

- <http://writetodone.com/10-steps-to-create-the-habit-of-writing/#>

Today's presentation

- <http://goo.gl/Fyw8v4>

KEY TO ACTIVITY 3: PARAGRAPH SKELETON

I.

[1] **The study builds on and contributes to work in** critical linguistics (Coulthard, 1996; Chilton, 1982; Fairclough, 1989; Seidel, 1985; Van Dijk, 1989, 1991; Wodak, 1989). [2] **Although studies in** critical linguistics **have examined** the discursive construction of past events, **there has not been an** extended study of the construction of a projected event. [3] **As such, this**

study provides additional insight into the constructive processes of language by explicating the linguistic and rhetorical processes through which a projected—future—event is constructed as a discrete and autonomous state of affairs. [4] **The analytic focus on** a projected event **enables another contribution**. [5] **This study analyzes** how the political and social interests underlying accounts of the Iraq/Saudi Arabia projected event were rhetorically managed in *The New York Times (NYT)* and *Washington Post (WP)*. [6] **Although numerous studies** (Bruck, 1989; Clayman, 1990; Fairclough, 1992c; Fowler, 1991; Van Dijk, 1988, 1989, 1993; Zelizer, 1989) **have identified** sourcing (i.e., using spokespersons representing so-called elite groups and institutions as sources for information) as a constructive social and ideological practice, **little analytic attention has been paid to** the implications of this finding for how texts are linguistically constructed within newspaper discourse, a discourse context guided by the professional canon of objectivity, balance and neutrality. [7] **I address this issue by demonstrating** how assertions about a hypothetical future event attributed to a specific group of spokespersons were transformed into unmediated and presupposed information.

II.

Which sentence locates her analysis within a specific discipline? **Sentence 1 locates her analysis within critical linguistics, the place where her work belongs.**

How and where does she signal a gap? **By pointing out what other researchers have not done in sentences 2 and 6**

How and where does she signal the contribution her study will make to the field? **In sentences 3 and 7 'As such, this study provides additional insight'; 'I address this issue by demonstrating how'**

III.

work
research
paper
report
survey
article

draws on
is based on
expands
extends

adds to
makes a contribution to
refers to
is connected with
is linked with
is related to

1. The **study builds on** and **contributes to** work in _____.

investigated, compared, concerned, demonstrated, dealt with, focused on, looked at, indicated, revealed, found, reported, shown, suggested...

2. Although studies in _____ have **examined** _____

there has not been a/an _____.

understanding of, perspective on, viewpoint on, position on, standpoint on

3. As such, this study provides additional **insight into** _____.

emphasis, stress, accent, accentuation, attention to

4. The analytic **focus on** _____ enables another contribution.

5. This study analyses _____.

various, many, a majority of, a growing number of

determined, recognized, established, uncovered

6. Although **numerous** studies (_____) have **identified** _____,

little analytic attention has been paid to _____.

deal with, tackle, focus on, consider, examine, explore, look at, discuss, debate

7. I **address** this issue by demonstrating _____.